



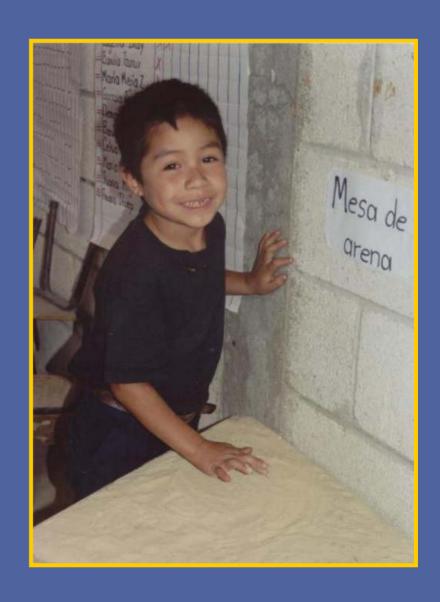




Let's Save First Grade

SPG works to diminish the high first grade failure rates in rural Quiché schools, where more than 50% of students do not pass to second grade.

This is done by using simple, low-cost strategies that allow teachers to motivate their students, keeping them in school. In addition, these strategies allow teachers to organize their classes and monitor each students' progress.



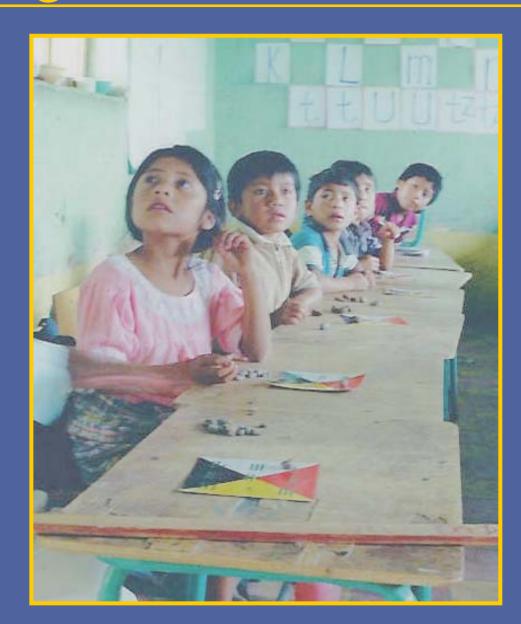


Coverage

In 2004, SPG worked in:

- 8 municipalities
- 51 schools
- 61 teachers
- 2054 students

Schools were selected based on their high failure rates in 2002 and characteristics such as size (large and multi-grade classes) and language (bilingual and monolingual teachers).





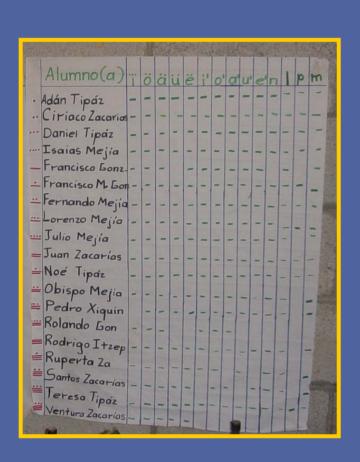
Principal Strategies

1. Curriculum Calendar

Consists in programming the curriculum in order to help the teacher better manage their time and pace of teaching. This is a calendar of basic skills that should be taught to each child according to the national curriculum. This way, teachers can optimize their time and better organize classroom activities.



Principal Strategies



2. Student's Progress Chart

This instrument serves to visualize students' progress. This chart is filled in according to students results on the standardized tests that are applied throughout the children's learning process. Parents, during their bi-monthly visits to the teacher, can see and analyze their child's progress. These also permit teachers to better organize their time and establish a more adequate pace for teaching.



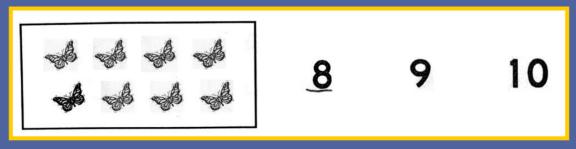
Principal Strategies

3. Process and Final Standardized Tests

These tests and quizzes give teachers an objective form of knowing the advances and set-backs of each student, and above all identifying the students that needed more help. This information is registered in the student progress chart previously mentioned.



The coffee is very: salty, toasted, hot





Pedagogical Strategies

Application of Intercultural Bilingual Methodologies to teach reading and writing

Use of Active and Participative Methodologies

Elaboration and Use of Materials Made with Local Resources

Parents Participation

Assistance from Tutors and Teachers Aides





Operative Strategies

Coordination Between Members of the Education Community Monitoring in the Classroom

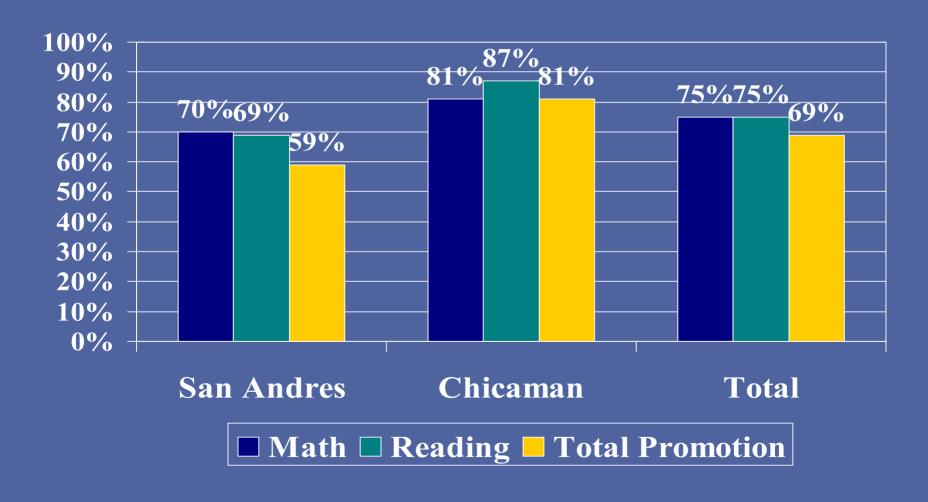
Creation and Functioning of Vacation Schools





2004 Final Tests

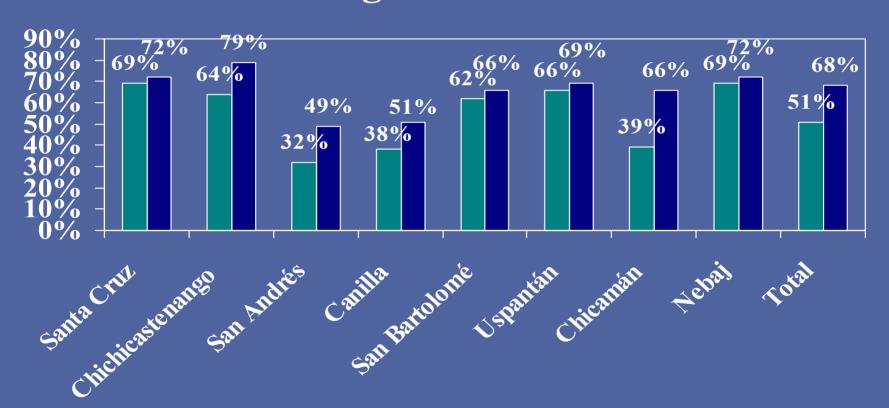
Averages received in the standardized tests, sample of the variation between municipalities (lowest and highest) and total





2002 / 2004 Promotion

Offical promotion in each municipality, not including vacation schools





Comparison

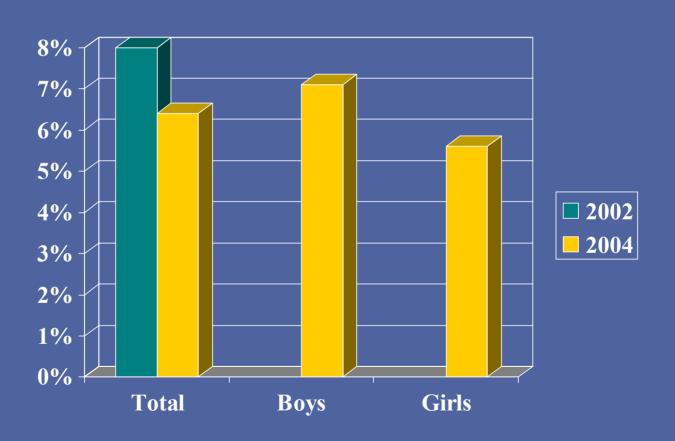
Comparison between promotion by standarized tests and offical promotion 2004

Municipality	Offical	Tests	Difference
Santa Cruz	72%	70%	+2%
Chichicastenango	79%	-	-
San Andrés	49%	59%	-10%
Canilla	51%	60%	-9%
San Bartolomé	66%	64%	+2%
Uspantán	69%	76%	-7%
Chicamán	66%	81%	-15%
Nebaj	72%	74%	-2%
Total	68%	69%	-1.5



Drop-out Rates

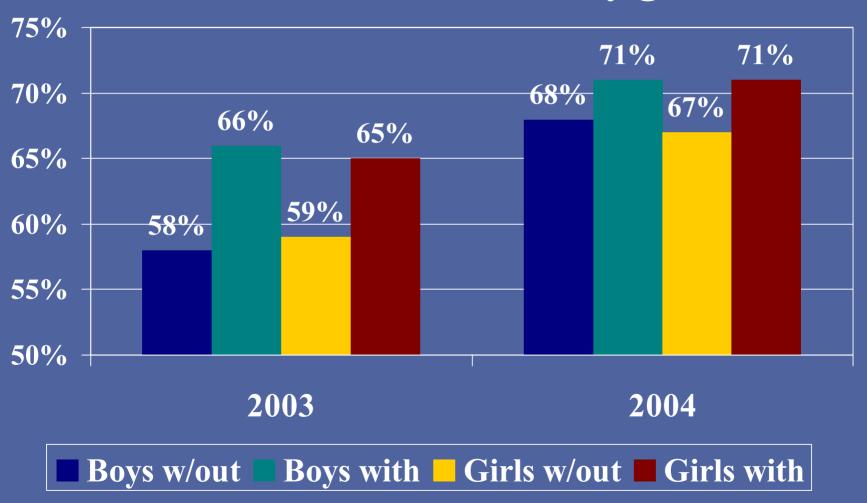
Drop-out rates in SPG schools 2002/2004





Vacation Schools

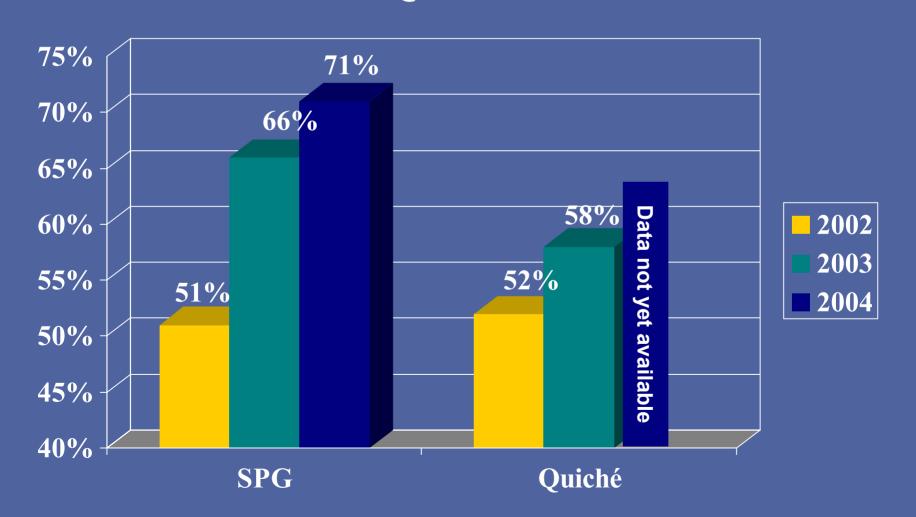
Comparison between promotion with and without vacation schools, by gender





Final Result

Promotion in first grade in comparison with all Quiché schools





Lessons Learned

Fundamental Strategies

- All the SPG tools should be created in the language of application and defined in a participative form with the users.
- The curriculum calanderization should be of the curriculum and not of the distinct texts used in the schools.
- The student's progress chart should be simple to use and easily comprehendible by the parents.
- The standardized tests should be criteria-based in order for the teacher to grade their students in an objective manner. These tests should be created by a team of teachers with the technical support of a specialist in testing.



Lessons Learned

Pedagogical Strategies

- Teaching in first grade should be done in the student's maternal language.
- Active methodologies should be used in the classroom, including the use of contextualized education materials made with local resources.
- Parents should be involved in their children's education.



Lessons Learned

Operative Strategies

- The project must be well coordinated between the Departmental Ministry of Education Division, MOE field personel, teachers and parents.
- Observation in the classroom helps to maintain coordination between parents and teachers and ensures the application of the strategies.
- The vacation schools can be led by teachers, but can also be led by community volunteers.